The Idaho School Libraries Impact Study
Teachers Survey

Deadline: April 15, 2009

Complete and Mail to: RSL Research Group
527 W. Ash Court
Louisville, CO 80027

IDAHO COMMISSION FOR LIBRARIES

Idaho School Teachers Survey

IMPORTANT! You can be sure that any perceptions or opinions you express in this survey will remain completely confidential! All survey results will be combined and analyzed statistically, but no single response or survey will ever be associated with any respondent in any published results. Exceptions: Should you take the option offered below to share a story, and if it is published, your name will appear as its author. Also, your name and e-mail address are required for the drawings for an iPod Nano and a Playaway self-contained digital audio book.
There are only 9 questions, mostly mouse clicks, that you can easily complete in 5 to 10 minutes – it matters!

1. Please enter the name of your school, the city or town it is in, and the name of your school district.

a. School Name:

b. Idaho City or Town:

c. School District:

2. What is your highest completed degree?

○ Bachelor's

○ Master's

○ Doctorate

3. In what year was it granted? Please enter a four digit year.

4. In what year were you first employed as a K-12 educator? Please enter a four digit year.

5. From what sources have you learned the most about school libraries and school librarians? (NOTE: The term "librarian" in this survey includes all school library-related positions.) Please MARK NO MORE THAN FOUR choices.

☐ a. Personal experience (own student memories, children's experiences)

☐ b. Undergraduate or graduate course(s)

☐ c. In-service professional development opportunities

☐ d. On-the-job experience

☐ e. Professional reading

☐ f. Conference session(s) or workshop(s)

☐ g. Informal communication with school librarians

☐ h. Other (please specify)

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6. How often does each of the following happen in your experience as a teacher? Please answer all parts of the question. (If a part does not apply to your situation, please mark "Rarely or never".)

	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
a. My classes visit the library on a fixed schedule (a set day of the week and/or time of day)	○	○	○	○	○
b. My classes and/or students visit the library on a flexible schedule (based on curricular needs)	○	○	○	○	○
c. I accompany and remain with my students in the library	○	○	○	○	○
d. I invite the librarian to teach or co-teach in my classroom	○	○	○	○	○
e. The librarian pro-actively provides me with resources useful in instructional design	○	○	○	○	○
f. I ask the librarian for resources needed to design a unit of instruction	○	○	○	○	○
g. The librarian initiates collaboration with me to design and deliver a unit of instruction together	○	○	○	○	○
h. I initiate collaboration with the librarian to design and deliver a unit of instruction together	○	○	○	○	○
i. I ask my librarian for help in learning new information-seeking skills	○	○	○	○	○
j. I participate in learning opportunities about new information-seeking skills at my librarian's invitation (whether on a one-to-one basis, in informal groups of colleagues, or in formal professional development in-service events)	○	○	○	○	○

7. Which of the following terms best describes your perception of the actual role(s) of the librarian in your school? Please mark ALL that apply.

☐ a. Curriculum designer

☐ b. Instructional support

☐ c. Teacher

☐ d. In-service professional development provider

☐ e. Reading motivator

☐ f. Tutor of at-risk students

☐ g. Curricular/instructional resources manager

☐ h. Administrator

☐ i. Web site manager

☐ j. Technology instructor

☐ k. Technology troubleshooter

☐ l. School leader

8. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH ALONE?

	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
a. ICT Literacy. Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information	○	○	○	○	○
b. Independent Learning. Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge	○	○	○	○	○
c. Social Responsibility. Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups	○	○	○	○	○

9. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH WITH OR ARE BEING OTHERWISE SUPPORTED BY YOUR SCHOOL LIBRARIAN?

	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
a. ICT Literacy. Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information	○	○	○	○	○
b. Independent Learning. Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge	○	○	○	○	○

	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
c. Social Responsibility. Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups	○	○	○	○	○

OPTION! Feedback about your successes is encouraged. Share a story on an extra page about any of your successes, and it might be published in the final report.

If you did offer a story, or if you want your name to be in the drawings for an iPod Nano and a Playaway self-contained digital audio book, please enter your name and email address.

a. First and last name:

b. Email address:

THE IDAHO COMMISSION FOR LIBRARIES THANKS YOU FOR YOUR VALUABLE INPUT!